

Mount Primary School



Special Educational Needs and Disability Provision Policy

September 2021
Review September 2022

Introduction

Children come to our school with a wide variety of needs. Our responsibility is to ensure that those needs are met. Sometimes those needs will only need to be met for a short period of time, sometimes it may be for the duration of a child's education. We provide for these needs so that children are fully supported and achieve well in school.

At Mount Primary School, we have implemented the Special Needs Code of Practice (2014). The school adheres to a graduated response in accordance with the Code of Practice.

The school considers that a child has special educational needs if he or she has a learning difficulty, which needs special educational provision to be made for him or her.

A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it means that a child has a disability, which prevents or hinders him or her in making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.

Children come to our school with a variety of needs. Each child has a right to have those needs recognised and met. We aim to give all children access to the National Curriculum by recognising those needs and differentiating our resources and practice.

We believe that family involvement is vital in the support of our pupils, so we aim to involve parents and carers fully in assessment and provision. We make sure that all children on our SEN Register are part of mainstream classes and supported by all staff members, according to their individual needs.

The SEN Code of Practice

The fundamental principles of the code are that:

- the needs of all pupils who may have Special Educational Needs either throughout, or at any time during, their school careers must be
- addressed;
- there is a range of needs and an equally wide range of support to meet those needs;
- children with SEN require the greatest possible access to a broad and balanced curriculum and pastoral support as they can be more at risk from prejudice;
- the needs of the majority of children will be met in a mainstream setting, but some withdrawal may be necessary;
- the knowledge, views and experience of parents and carers are vital;
- effective assessment and provision will be secured where there is partnership between parents

and carers, children schools, the Local Authority and other relevant agencies.

To meet these principles:

- teachers will identify any children who may have Special Needs so that they can be assessed as soon as possible;
- all children should receive provision from the most appropriate agency. In most cases this will be the school;
- at School Action Plus and above external agencies may be called in, where needed;
- the Local Authority must make assessments and statements in accordance with the SEN code.

This means that the Local Authority must:

- work within prescribed time limits,
- write clear thorough statements, setting out the child's educational and non-educational needs, objectives to be secured and provision to be made, ensure the annual review of the special educational provision is arranged for the child and that targets are updated and monitored. See **The Local Offer**.

At Mount Primary School we recognise that special educational provision will be most effective when those responsible take into account the ascertainable wishes of the child concerned, considered in the light of his or her age and understanding. There must be close co-operation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues.

Objectives In order to achieve these aims the following objectives are set for the school

- the school will update the SEN Register, which contains the names of all of the children with special Educational Needs, at least once a term,
- the school will identify children with SEN as soon as is possible, and in accordance with the graduated response outlined in the Code of Practice,
- the school will review individual support plans at least once per term with input from teachers, parents and carers and involved Agencies wherever possible;
- parents and carers will be kept informed at all times,
- the school will maintain clear and up to date records at every stage,
- the school will refer children to appropriate Agencies where needed,
- the school will monitor pupils' progress in Literacy and Numeracy in the Foundation Stage through the Foundation Stage Profile, implementing intervention programs as appropriate.

Governing Body and Staff Roles

1.4 Specialist Trained Teachers and Partnerships

SENDCo

Mrs Rachel Sexton-Perinkadakatt

Designated SEN Governor

Mr Phil Ashton

The Governing Body, in conjunction with the head teacher, have responsibility for the school's general policy and approach to provision for SEN children including the allocation of resources.

The head teacher is the designated responsible person in overall charge of the management of SEN provision and its resourcing. The head teacher works closely with the SENDCo. The SENDCo is responsible for the day to day implementation of the provision.

The SENDCo is responsible for:

- maintaining and reviewing provision maps to ensure that there is provision for all needs,
- liaising with and advising colleagues,
- co-ordinating the provision for children with SEN,
- evaluating interventions
- overseeing the records of pupils with SEN,
- liaising with our TAs on the delivery of intervention plans and additional support requirements
- liaising with parents and carers of children with SEN
- dealing with SEN Administration
- liaising with and co-ordinating external Agencies
- contributing to the in-service training of staff

Class teachers have responsibility for the children with SEN in their class:

- planning and delivering a differentiated curriculum
- collecting and analysing information.
- liaising with children, parents and carers as well as external agencies, TAs and other support staff and colleagues, where necessary.
- planning, monitoring and evaluating targets on additional support plans
- evaluating progress of SEN pupils
- attending INSET and training sessions.

Teaching assistants who are directly involved with a child or group of children will liaise with the class teacher in order to plan for, and meet the needs of, that child. The teacher will monitor pupils' progress regularly.

In Foundation 2 and KS1 the school provides TAs to support children in the English and Maths curriculum. In KS2 the children with SEN work in smaller groups within the class with direct support from the teacher or teaching assistant. All interventions are in addition to these core curriculum lessons.

Children with Education Health Care Plans and Individual Pupil Funding Agreements have TA support in accordance with their plan or agreement.

Admission Arrangements

The Local Authority's admissions policy gives priority to children who have Education Health Care Plans, where the school is named in the plan. The school has full access for children with mobility issues.

Evaluating Success

The criteria for success of the SEN provision is as follows:

- children achieve well because of the support offered.
- children's needs are met early, thus allowing them to be removed from the SEN register.
- Special Educational Needs Register to be updated at least once a term.
- additional support plans to be reviewed termly.

- all associated paperwork to be forwarded to parents and carers, relevant agencies parents and carers to be kept regularly informed and involved; children to be involved, as appropriate.

- school to involve external agencies where appropriate to a child's needs agencies and involvement to be managed effectively by SENDCo, teachers and head teacher.
- SEN updates passed on to colleagues, where appropriate.
- SENDCo/Headteacher to monitor impact of TA support.

The head teacher and governors will use these success criteria to determine the success of the SEN provision.

SEN In-Service Training for Staff

The SENCO attends regular in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET. INSET is provided for as part of the school's budget.

External Agencies

A wide variety of agencies are available to support children with special educational needs. The school liaises closely with these colleagues and works with them as they provide therapy within the school.

The school refers and liaises regularly with the following services:

- Educational Psychologist
- Speech and Language Service
- Occupational Therapy Service
- Physiotherapy Service
- Visual and Hearing Impaired Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Wirral Specialist Support Team for children with medical and/or physical needs

- Wirral Autism and Social Communication Team
- Dove – bereavement service
- Educational Welfare Officer
- Early Help Support Team
- ADHD foundation

We co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer / transition.

Arrangements for Complaints

All complaints regarding SEND provision follow the school's complaints policy. Initial complaints should be directly raised with the class teacher.

If that is not appropriate, a meeting should be arranged with the school's SENDCo.

If the complaint is about the actions of the School's SENDCo, the complaint should be forwarded to the head teacher.

If the complaint remains unresolved, the complaint can be forwarded to our SEND governor, Phil Ashton.

We are keen that parents and carers are supported in this process and would refer all families to Wirral's SEND Parent Partnership if they require further support:
<http://www.wired.me.uk/Parent-Partnership.asp>